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ABSTRACT

This book explores philosophical differences between feminist teacher-educators of the post-World War II generations and their students, who have experienced the restructured schools and recessionary environment of the "New Right." The volume reaches across boundaries and cultures with a life-history approach to women's studies, giving dimension to abstract sociological, educational, and feminist theory. The book weaves autobiography and interviews throughout the discussion of policy and pedagogy. Chapters include: (1) "A Life-History Approach to Feminist Pedagogy"; (2) "The Sociology of Women's Education as Discourse"; (3) "The Politics of Life-History Research"; (4) "Becoming a Feminist Teacher"; (5) "Academic Feminism: Living the Contradictions"; (6) "Equity Issues in the 1990s: School Administrators Speak"; and (7) "Students' Voices: Intergenerational Conversations." (EH)

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